

Research And Evaluation

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THE FOLLOWING INFORMATION
IS A SUMMARY OF THE
RESULTS OF A STUDY
CONDUCTED BY THE
NATIONAL INSTITUTE OF
EDUCATION

OFFICE OF RESEARCH AND EVALUATION



austin independent school district

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JAN 1979

EVALUATION DESIGN

1978-79

Education for Parenthood Project
September 30, 1978

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The project presented and reported herein was performed pursuant to a grant from the Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department and no official endorsement by the Department should be inferred.

PROGRAM STAFF

The Education for Parenthood Project is a joint project of the Austin Independent School District and Child Incorporated. The staff members listed below are responsible for major aspects of the implementation and administration of the Education for Parenthood Project. The Office of Research and Evaluation would also like to acknowledge the help of many other persons in the individual high schools and central administration not listed individually here, particularly the Home Economics teachers and principals. These staff members directly affect the implementation of the program, and have assisted ORE in the collection of evaluation information. Our office thanks you.

Kay Killough
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EVALUATION DESIGN REVIEW FORM

The individuals listed below were provided an opportunity to review this design and provide input prior to publication of this design.

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PROGRAM SUMMARY

The Education for Parenthood Project (EPP) is an innovative, cooperative program of the Austin Independent School District and Child, Inc., Austin's largest federally-funded, community-supported child care provider. The project draws upon the strengths of both agencies. AISD provides the services of Home Economics teachers and use of facilities, and Child, Inc. provides a large portion of the cost of child care facilities and the staff for the centers.

The growing concern of educators about the increased number and attrition of student-parents, and the lack of adequate services to meet their needs, led to the development of the Education for Parenthood Project.

The project is designed to provide both present and future parents with information about child care, child development, and the responsibilities of parenthood. It hopes to promote realistic expectations and responsible decision-making about parenthood. The program also prepares interested students for work in the child care field.

Parenthood education classes are available on all of the high school campuses through the Home Economics Department. In addition, four infant development laboratory centers are located on or near high school campuses. During 1976-77 and 1977-78, infant centers were located at LBJ, Johnston, and Lanier High Schools, and the Kealing Learning Center. During 1978-79, infant centers will operate at LBJ, Johnston, Kealing, and Manchaca (near Travis). The infant development laboratory centers provide opportunities for:

- quality day care for the infants and toddlers of student-parents, enabling them to complete high school more easily,
- observations of young children by students in general Education for Parenthood courses, and
- direct experience with young children in a supervised work setting for interested career education students.

Thus, the project provides both classroom instruction and guided observation and work with young children.

Funding for the project is based on allocations from ESZA Title IV-C through the Texas Education Agency and from the Texas Department of Human Resources (DHR) through Child, Inc. The Title IV-C budgets have been: \$142,379 for 1976-77; \$133,719 for 1977-78; and \$13,000 for 1978-79. The primary focus during 1976-77 was on successfully implementing the program. The project was revised and refined during 1977-78. During 1978-89, main emphases will be on disseminating information about the project, and securing continuation of funds for the project.

EVALUATION SUMMARY

During Phase I of the project, an assessment was made of project implementation and operation by Arbec, Inc., and independent evaluation firm. The AISD Office of Research and Evaluation agreed to provide evaluation services for the project during 1977-78, and will continue to do so during 1978-79. The information obtained will assist in decision-making by AISD, Child Inc., TEA, and other funding sources about the continued operation and impact of the project.

The evaluation will focus on the effectiveness of the program in meeting the needs of three groups of students: student-parents, career education students, and students in general education for parenthood courses. Some of the key issues which will be investigated during 1978-79 are:

- the achievement of the project process objectives;
- the knowledge of child care and development of the students served by the program (based on a test of such knowledge);
- the level of use of the infant centers;
- the degree to which students who visit the center more often learn more about child development and care (i.e., achieve higher scores on the test);
- the effectiveness of the program in helping student-parents stay in school and in reducing repeat child births (based on graduation, dropout, and child birth records); and
- the degree to which career education students are acquiring needed skills (through observations in the centers), and finding work in the child care field (through a survey).

The final evaluation findings will be available during July, 1979. They should be of value to those involved in decisions about funding and possible modifications of the project.

IIIA

DECISION QUESTIONS ADDRESSED

A. Accountability Question

D1. Should the Education for Parenthood Program be funded?

B. Program Question

D2. Does the Education for Parenthood Program need modification?

1110

PROBLEM STATEMENT	DATE IN DO NOT STOP	DATE INFORMATION IS GIVEN	STUDENT EVALUATION QUESTIONS AND ANSWERS	STUDENT WORK
<p>1. Should the Education for Parenthood Program be funded?</p>	March, 1979 March, 1980	March 1979, 1980	<p>Q1: What is the project's impact on students' knowledge of child development, care, and family living principles?</p> <p>Q2: What is the project's impact on students' attitudes toward child development?</p> <p>Q3: Student attitudes toward parent involvement will change in the direction desired between the beginning and end of the course?</p> <p>Q4: How does the EPP test achievement of the goals of the EPP? (What are the EPP's goals?)</p> <p>Q5: What is the project's impact on students' attitudes toward child development?</p>	<p>1. EPP Achievement Test</p> <p>2. EPP Test (Achievement)</p> <p>3. EPP Achievement Test</p> <p>4. EPP Test (Achievement)</p> <p>5. EPP Achievement Test</p> <p>6. EPP Test (Achievement)</p> <p>7. EPP Achievement Test</p> <p>8. EPP Test (Achievement)</p> <p>9. EPP Achievement Test</p> <p>10. EPP Test (Achievement)</p>

IIIB DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			<p>RELATED OUTCOME OBJECTIVES:</p> <p>III-8. "Student-parents enrolled in the project during 1977-78 will have fewer children during 1978-79 than local and/or national statistics for a similar population</p> <p>III-9. 75% of enrolled students will continue in school after giving birth.</p> <p>March, 1979</p> <p>DI-4. What is the project's impact on career education students:</p> <p>a) skill development.</p> <p>b) securing of jobs after leaving high school?</p> <p>RELATED OUTCOME OBJECTIVE:</p> <p>III-10. 75% of the 1976-77 career education students actively seeking child careers will be able to find infant/child care employment after completing the program and leaving high school.</p> <p>Summer, 1979</p> <p>DI-5. How often do classes use the infant centers to observe and work with children?</p> <p>DI-6. How much would it cost AISD to fund the Education for Parenthood Program?</p> <p>DI-7. Have the process objectives for 1978-79 been achieved?</p> <p>PROCESS OBJECTIVES:</p> <p>III-1. By June 30, 1979, project staff will secure financial support for each program component, OR will apply for financial support to at least two funding sources per project component.</p>	<p>a) Center Records</p> <p>b) 1977-78 Evaluation Report</p> <p>c) Literature Review</p> <p>a) Observations</p> <p>b) Employment Survey</p> <p>a) Employment Survey</p> <p>a) Center Records</p> <p>a) Project Documentation</p> <p>a) Project Documentation</p> <p>a) Project Documentation</p>

IVA

INFORMATION NEEDS

Interim Evaluation Report

- I1. Do Child Development A students score higher on a test of child development and child care knowledge at the end of the course than they did at the beginning?
- I2. Do students who visit the infant center more often show higher scores on a test of child development given at the end of Child Development A?
- I3. Are students who were in career education classes in 1977-78 and have sought work in the child care field presently working in the field or studying child care?
- I4. What statistics are available on a local and/or national level concerning the number of teenage mothers who have another child within a year of their first child? How do these figures compare to Education for Parenthood Figures for 1977-78?

Other Information Needs

- I5. Do the perceptions of parenthood of male and female students differ?
- I6. Do the perceptions of parenthood of high school students, college students, and parents differ?

INFORMATION NEEDS OVERVIEW

INFORMATION NEED	DATE INFORMATION NEEDED	INFORMATION SOURCE
11. Do Child Development A students score higher on a test of child development and child care knowledge at the end of the course than they did at the beginning?	March, 1979	a) EPP Test
12. Do students who visit the infant center more often show higher scores on a test of child development given at the end of Child Development A?	March, 1978	a) EPP Test b) STEP (as covariable) c) Center Records
13. Are students who were in career education classes in 1977-78 and have sought work in the child care field presently working in the field or studying child care?	Summer, 1979	a) Employment Survey
14. What statistics are available on a local and/or national level concerning the number of teenage mothers who have another child within a year of their first child? How do these figures compare to Education for Parenthood Figures for 1977-78?	Summer, 1979	a) Literature Review b) 1977-78 Evaluation Report
15. Do the perceptions of parenthood of male and female students differ?	Summer, 1979	a) Campus Survey
16. Do the perceptions of parenthood of high school students, college students and parents differ?	Summer, 1979	a) Campus Survey

V DISSEMINATION

INFORMATION	DISSEMINATION FORMAT	DATE OF DISTRIBUTION	PERSONS RECEIVING
Evaluation Findings for 1977-78	Brochure	9-78	General Distribution: Teachers, Program Staff, Principals, Administrators, Public
Parenthood Survey Findings	Newsletter (Feedback)	11-78	General Distribution: AISD Staff
Evaluation Design 1978-79	Memo, Meetings	10-78	Project Staff Administrators
Mid-Year Findings	Interim Report	2-79	Project Staff Board TEA
Findings for the year	Final Report	7-79	Project Staff Board TEA AISD Library
	20		
	10		

INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS (REFERENCES)	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
1. EPP Test	Students in Education for Parenthood classes: CDA, CDO, PEL, NECE. All student-parents.	DI-1, DI-2, DI-3, I-5, I-6, I-7, I-11, I-12	Sept.-April	Analysis of Variance, Analysis of Covariance, T Test, Distat. Will compare student performance on pre-post, male-female, parent-non-parent, amount of experience, and number of parenthood classes taken.	Will test Child Development A first quarter, Child Dev. B second quarter, PEL, and NECE at beginning and end of year.
2. STEP	Students who take EPP Test.	DI-1, DI-2, DI-3, I-5, I-6, I-12	Spring, 1978	Analysis of covariance with EPP Test scores.	Should help control for variation in level of reading achievement.
3. Center Records	All student-parents in the project. All EPP Classes.	DI-1, DI-5, I-8, I-9	Sept.-April	Content coding and frequency distributions of data concerning use of infant centers, and number of student-parents who have graduated, dropped out, or had another child.	
4. Employment Survey	Students in child care career education courses in 1977-78.	DI-4, I-10, I-11	Fall, 1978	Content coding and frequency distributions of current employment status.	
5. Project Documentation	Project process objectives	DI-6, DI-7, I-1, I-2, I-3, I-4	April, 1979	N/A	
6. 1977-78 Evaluation Report	1977-78 Results, Birth Statistics	I-8, I-4	Fall, 1978	Comparison Purposes	
7. Literature Review	School-age Parent Birth Statistics	I-8, I-4	Fall, 1978	Comparison Purposes	
8. Campus Survey (1977-78)	Students in a sample of Health Classes	I-5, I-6	Spring, 1978	T Test Analysis of Variance	

VIII

DATA TO BE COLLECTED IN THE SCHOOLS

A. Students

Beginning and end
of each quarter

1. Education for Parenthood (EPP) Test: the EPP Test is designed to measure student knowledge of child development, child care, and the responsibilities of parenthood. Students in Child Development A, Child Development B, Pre Employment Laboratory (PEL) and Home Economics Cooperative Education (HECE) will be given the test at the beginning and end of the courses. Test is largely self-administering (teachers will read a few instructions to the students), and requires one class period to complete.
2. Observations: Career education students (HECE and PEL) will be observed at the infant centers at the beginning and end of the school year to examine their level of child care skills development.

Fall, 1978
Spring, 1978

B. Teachers and Students

Fall, 1978

1. Employment Survey: Teachers will be asked for a list of the names and addresses of students in pre-employment classes in 1977-78. Former students will then be contacted by mail or telephone to determine their present employment status.

C. Other School Staff

1. Center Records: Infant center directors will be asked to report statistics on the number of student-parents who have graduated, dropped out, and had another child. In addition, center directors will post forms for students to sign in on to document visits to the centers.

VIII

EVALUATION TIME RESOURCES ALLOCATION

ACTIVITY	COORDINATOR	SENIOR EVALUATOR	EVALUATOR	DATA ANALYST	EVALUATION ASSISTANT	SECRETARY
A. Design	.50	.75	17			
B. Information Sources						
1. EPP Test		1	40			
2. STEP		.25	15			
3. Center Records		.50	20			
4. Employment Survey		.25	15			
5. Project Documentation		--	10			
6. 1977-78 Evaluation Report		--	6			
7. Literature Review		--	10			
8. Campus Survey (1977-78)		.50	15			
C. Interim Dissemination						
1. Findings for 1977-78-Brochure and Newsletter		.25	7			
2. Mid-year Findings-Interim Report	.50	.50	15			
D. Ad Hoc Analyses		.25	5			
E. Final Report	1	2	40			
F. Other Dissemination			5			
G. Administrative and other Indirect Time Costs	1	4	10			
	3	10.25	230			